ICES
PROGRAM LEADERS
MANUAL

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WELCOME PROGRAM LEADERS

INTRODUCTION
Established in 1981, ICES Education is one of California's longest-established providers of after-school and out-of-school learning programs. Services include quality academically oriented before and after-school programs, homework assistance, enrichment activities, one-on-one tutoring, small group tutoring, weekend and vacation learning instruction, childcare, early literacy and language instruction, educational and sports travel programs and much more. Each day, our carefully chosen staff of 500 along with hundreds of volunteers serves around 8,000 at-risk and low-income students at more than 35 sites across Southern California. During this time, we have been able to determine specific staff requirements aimed at maximizing effectiveness and providing the best possible service for our clients.

Philosophy/Motto
"Empowering Youth Through Education"
   ♦ **Professional image:** It is said, "You never get a second chance to make a first impression." Always be sure to dress appropriately, clean, well groomed and prepared. Dress and conduct codes exist for a reason as they support the company goals of excellence.
   ♦ **Personal Potential:** ICES traditionally promotes from within. We are a relatively large (and growing) educational organization and your commitment and loyalty will be rewarded. This is a great opportunity for you. Be sure to make the most of it!
   ♦ **Work Ethic and Dedication:** Working with today's youth and education can be one of the most rewarding career paths you can take. In these trying times we expect you to go the extra mile and aspire to do the best you can EVERY DAY. Positive spirit and dedication to excellence are two attributes we look for and expect from every employee.

We welcome you to the ICES family and hope the following pointers can be beneficial for the upcoming school year. If you have any questions or need further clarification please talk to your Site Director and/or the ICES Main Office.

DRESS CODE STANDARDS

Description
Dress code and conduct are expected from all ICES staff while representing the company. (On-site, at company office, events, district offices, etc.)

Purpose
These are mandated policies by our district partners and are part of our larger company policy.

As a member of the ICES team you should always dress and conduct yourself in a professional and appropriate manner. After guardians and teachers, ICES youth spend a great majority of their time with ICES staff. Therefore, ICES staff serve as role models in the youth's life. Uniforms allow ICES staff to be easily recognizable, giving guardians, students and school administrators a greater sense of security.

Uniform
All new employees are required to purchase an ICES uniform at the time of employment.
   ♦ Site Directors must wear an ICES polo-style shirt (exceptions are when district mandates otherwise).
      o Polo's are available for purchase at the main ICES office for **$20.00**
   ♦ Program Leaders must wear ICES staff t-shirts.
      o T-shirts are available for purchase at the main ICES office for **$10.00**

- During inclement weather ICES sweatshirts are available.
  - Sweatshirts are available purchase at the main ICES office for **$25.00**
- ICES shirts should be worn with beige/khaki, black shorts or pants. Please note: Jeans and sweats are absolutely not acceptable. Pants/should be worn at the waist (not sagging). Shorts should not be cut-offs, biker shorts, cargo shorts, no leggings or anything that resembles undergarments. Shorts minimum of mid thigh in length.
- Appropriate footwear includes; trainers, sneakers, cleats, casual dress shoes (must be close toed), etc. Bright colors not allowed black, brown or white shoes only. No baby doll-shoes.
- None ICES jackets/sweatshirts are **not** allowed

Additional policies

Tattoos
Should be covered up while at the ICES site, event, or any other time you are serving as an ICES representative.

Facial Piercings (including ear rings)
Should be removed while at the site or ICES event.

Headgear
- Baseball hats: Should only be worn outdoors as protection from the sun in an appropriate manner (with the brim to the front). No logos, only neutral solid colors allowed.
- Headbands, headgear, do rags, bandanna's, hairnets, etc., are not to be worn while at an ICES site, event, or any other time you are serving as an ICES representative.

All clothing must be appropriate. As you will be very active with the students, make sure you prevent any clothing malfunctions (i.e. exposing undergarments). No tears, slits, patches, ragged hems, or oversized clothing.

Accessories
- No unsafe and/or dangerous accessories. No studded belts, metal belts, spikes, chains etc.

<u>LEADERSHIP AND DEMEANOR</u>

Description
The way you speak and present yourself in front of students, staff, school officials and guardians is **essential** to establishing positive healthy relationships with them. Lead by example!

Purpose
As a role model for students you should set an example/standard for the language that should be used within the program. You are responsible for establishing a culture of respect at your site, an ICES standard.

Language
- **Never** use language that can be deemed discriminatory in any way (sexist, ageist, racist, etc).
- **Watch your grammar**. As part of an educational service company, you should model proper communication to your students. Use complete sentences.
- All staff should address each other in a respectable manner. (Coach John, Ms. Jane, Mr. Jones, etc.).
- Address students by their name. Addressing students with, "Hey you!" is not acceptable.
- Students are more likely to be respectful if it is modeled by the staff. Hold yourself to the same standards you hold your students. In return, you will have a manageable group of students.

Demeanor
♦ Establish and keep physical and emotional boundaries between you and the students. It is the Site Director's responsibility to ensure that all staff comply with these regulations.
♦ Students may be inclined to be physically affectionate, but remember that staff, school officials and/or guardians can misinterpret such actions.

While you may grow to become an important part of the student's life please refrain from sharing personal details of your life to students. Remember that all ICES staff are adults/instructors, mentors and care-givers not friends of the students. Always have appropriate interactions with students and keep your professionalism at all times.

Be a positive force at your school! Your enthusiasm and commitment is contagious. The staff and student will look for you to set the tone for the first day of school to the last. Attitude is everything!

Greeting Policy
ICES has a Greet All policy. ICES staff, Site Directors, Program Leaders and Volunteers must greet anyone who walks on campus. Introduce yourself with name and appropriate title and ask if you can be of any assistance. This serves two main purposes, safety and courtesy.

Personal phones (texting, calling etc.) are not to be done during program hours. Please wait until your shift is over.

PROGRAM MANAGEMENT

Staff to Student Ratio
♦ Maintaining the correct staff to student ratio is essential to the financial survival of your program.

The staff to student ratio should **always** be a minimum 20:1 (20 students to 1 staff) unless otherwise dictated by your Program Coordinator. If an insufficient number of students participate your Site Director is mandated to send staff home. Program Leaders will be compensated for 10 minutes and sent home within the 10 min. Note this on your time card.

Staff Clock In/Out
♦ Place your registered finger on the scanner located on the right side of the clocking machine.
♦ Once it has read your finger print, you will select from the options: Clock In, Transfer and Clock Out.
  o Clock In – Starts your shift, please select the current job code from the options: Regular, Supplemental or Training.
  o Transfer – This is for when you start your day with a training and then need to transfer to regular code or vice versa.
  o Clock Out – Ends your shift.
    ▪ Regular Code – Covers all regular paid hours throughout the school year.
    ▪ Training – Covers any training hours attended (Site Directors flex hours which this may not pertain to you. Discuss with your Program Coordinator when necessary). This code is also used for Staff Meetings, Professional Development, Etc.
    ▪ Supplemental – Covers all programs during nontraditional school days. Example: Spring Break, Summer, Winter, Etc.

Time Clock Reset
♦ Please see section on your online portal labeled "How to Reset Clock".

Tardiness/Absences/Promptness
- Report to work in ample time to start program. We recommend being there minimum of 5 minutes beforehand so to be ready to work on the first minute of program.
- Report sickness as soon as possible, but no later than **10:00am on the same day**. Call your Site Director and Program Coordinator as soon as possible. If no one answers, leave a message. (See contact list)
- ICES has a **"No Show – No Job"** policy which means that not reporting to work without giving proper notification is grounds for termination.
- **Last minute absences will not be tolerated.** For important commitments, submit a Time-Off Request form a minimum of 10 work days prior to the date. Your Site Director will attempt to accommodate your requests as much as possible but there is no guaranty of approval. Remember your potential absence affects everyone, so please be considerate to your team.

TRANSITIONS AND STRUCTURE

Description
Students should NOT see two different disciplinary standards in and outside of the ICES program. Speak with your Site Director regarding school rules/regulations to establish a common ground.

Purpose
To establish proper structure and transitions to have a successful program.

General Structure of the Program
- All programs, regardless of district, should run at least for 3 hours and until 6:00pm 5 days a week (15hrs/week).
- Every program must incorporate snack, homework help, enrichment and recreational activities. The length of each is contingent upon your site's needs and your principal's requests.

Transitions
It is important that transitions are **smooth and structured.** Transitions are, traditionally speaking, the most likely time for fights and disruptions, therefore, pay extra attention to supervision. Practices need to be used EVERYDAY (NO EXCEPTIONS). Practicing this the first few weeks of school are crucial in creating the norm expected throughout the school year. Consistency is the key.

Examples of good practices that have proven successful are:
- Making sure you use **purposeful commands**. For example, "Those going to activity A, please put your chairs behind your table **quietly.**" "Please **walk in an orderly fashion** over to Coach John."
- Have **students line up quietly and wait for instructions from you the Program Leader before they go to the next activity**. Having students line up also minimizes unwanted disturbances such as, horse playing and pushing. In addition, this will assist in supervision and enhance the overall appearance of the program.
- You should walk next to the middle of the line to be able to easily supervise both, the front and the back of the line.
- Introduce attention-getters.

Attention-Getters are an effective way to get your students' attention so they are listening and attentive to your commands. It is important to deliver them with confidence. Let students know that you are a skilled Program

Leader. Even though attention-getters are meant to be fun and engaging for students, they must be aware of the purpose.

Every attention-getter should be followed by instructions/directions for the students. Using an attention-getter over and over without purpose will undermine its' long term effectiveness.

Classroom Management
- ♦ **Be prepared** - Before class starts! You should have activities and an end result in-mind before class starts.
- ♦ **Lesson plans** are required on a monthly basis and will be compensated for a maximum of 30 minutes per month at the training rate.
- ♦ **Use positive reinforcement.** Acknowledge students who are doing well and complying with the program.
- ♦ Ensure that students are both **busy and engaged** in activities at all times. Neglecting this will result in uneasiness, disruptions and misbehavior.
- ♦ The best way to manage your classrooms effectively is to **keep moving around the classroom** and learn every students name as soon as possible. Addressing each child by their name allows you to have a more personal relationship with them.
- ♦ You need to make sure **all** students are visible at all times.
- ♦ **Establish classroom procedures** that address common student behavior. (Walking around, leaving their seat, etc.)
- ♦ You should **never** utilize program time to work on personal work (i.e. homework, reading, etc.) and should never be sitting down during program. Establish consequences for breaking rules. (ICES follows each individual school policy)
- ♦ Since you will be borrowing classrooms, it is important that you only utilize supplies given to you by ICES and **leave the with lights switched off, clean and in an orderly.** Remember, we rely on these classrooms to run our program.

COMMUNICATION

Guardian Communication with guardian is key for establishing relationships with student's families. Make the most out of your interactions with guardians during pick up/drop off times and especially back to school nights. If you are unsure on how to communicate with a specific guardian, please ask for assistance from your Site Director.

School Personnel Establish positive relationships with the schools teaching, administrative and custodial staff. Greet staff and try and show support when possible for the school's ongoing activities. Having a strong relationship here will assist you in getting the job done more effectively and ultimately offering better service for your students. Examples access to classrooms, knowing where students are in their academic progress during the day school. Communication with your Site Director is always important and the sharing of ideas and needs is encouraged.

Each staff member is equipped with a walky-talky which is a useful tool when covering a program over a school campus. Use it wisely to enable swift transitions and child pick-ups. Be aware of that radio signals are heard across the entire school so always use appropriate phrases and communicate cordially.

SAFETY AND ACCIDENTS

Description
Safety is a number one priority at all ICES programs. There are several safety measures that we enforce together with our district partners that aim to prevent accidents and to ensure the general well being of students.

Purpose

Regulations are there to assist you and your staff in conducting program in a safe environment. It is essential to follow safety regulations and follow protocol if/when accidents or incidents occur.

Safety
- Post Emergency Response Manual, contact numbers, disasters plan, and preparedness drill log. Feel free to use your schools.
- Always maintain a 20:1 ratio (20 students to 1 staff). Site Director is not included in ratio.
- Utilize communication devices (2 way radios) to remain in contact with Program Leaders/Site Director at all times. These must remain on campus and should not be taken home by staff.
- First Aid kits must be available in all areas used by the program.

Accidents
- Report any safety or injury issues immediately to your Site Director and assist in reporting each time.
- If basic first aid is not sufficient to care for a student's injuries call your Site Director for assistance.
- Be prepared to complete a detailed, minute by minute incident report when requested by your Site Director.

<u>SIGN IN/OUT SHEETS</u>

Monitor that your students are indeed signing correctly, this is a crucial part of being responsible for their individual care. A useful approach is to walk with the sign in/out sheets round to each student instead of merely passing it around. This way you will avoid missing anyone and avoid inaccuracies. Be diligent and especially aware of when students are being picked up early that this is reflected accordingly.

Sign-in/Out Sheet Do's and Don'ts
- **Absolutely no nicknames**!
- No student's should be signing in with anything other than a **blue** or **black** pen. Make sure these are legible
- Students should **not** be signing in/out using their initials.
- **Absolutely no white out should be used on the sign in/out sheet.** If you or a student make any mistakes, please cross them out with a black marker. If mistakes persist, please talk to the student.
- Students must **sign in and out every time** they attend the ICES program.

Sign In/Out Sheets for Students who take the bus
- The student must sign in at school when they arrive to the program.
- At the time of dismissal, one staff member will ride the bus with the students while another staff drives to meet them at the first drop off location.
- The staff who drives, will wait with students at the first location. Every student must be signed out guardian on a Bus Sign Out Sheet.
- The second staff member remains on the bus and releases students at the following location. Students must be signed out by a guardian on a Bus Sign Out Sheet.
- The staff that released students at the first location will drive to pick up the staff at the second location.

The sign in/out sheet to the right is an example of a **GOOD** sign in/out sheet. As you can see all the items needed are complete.

AN ASES FUNDED PROGRAM
WRAP/ICES After-School Program
Sign-In/Sign-Out Sheet

Long Beach School __Lindbergh Middle School__   Month/Year __NOVEMBER 2017__
District ID # __20014726__   Grade __4th__   Student Name __Smith, Jane__

ERCs	DATE/DAYS	ALLOTTED TIME OUT	ERCs	DATE/DAYS	ALLOTTED TIME OUT
A	8/30/17 – 11/30/17	5:30 p.m.			
B	11/1/17 – 11/30/17	4:30 p.m.			

Day	Date	Time-In	Print Readable Signature In	Time-Out	Print Readable Signature Out	Early Release Code
W	11/1/17	3:40	Jane Smith	5:30	Jane Smith	A
TH	11/2/17	3:45	Jane Smith	5:32	Jane Smith	A
F	11/3/17	3:43	Jane Smith	4:31	Jane Smith	B
M	11/6/17	3:40	Jane Smith	6:33	Jane Smith	
T	11/7/17	3:42	Jane Smith	6:30	Jane Smith	
W	11/8/17	3:44	Jane Smith	5:32	Jane Smith	A
TH	11/9/17	3:40	Jane Smith	5:30	Jane Smith	A
F	11/10/17		HOLIDAY		HOLIDAY	
M	11/13/17	3:44	Jane Smith	6:31	Jane Smith	
	11/14/17	3:45	Jane Smith	6:40	Jane Smith	
W	11/15/17	3:40	Jane Smith	5:31	Jane Smith	A
TH	11/16/17	3:42	Jane Smith	5:30	Jane Smith	A
F	11/17/17	3:40	Jane Smith	4:30	Jane Smith	B
M	11/20/17					
T	11/21/17					
W	11/22/17		HOLIDAY		HOLIDAY	
TH	11/23/17					
F	11/24/17					
M	11/27/17	3:44	Jane Smith	6:30	Jane Smith	
T	11/28/17	3:45	Jane Smith	6:32	Jane Smith	
W	11/29/17	3:40	Jane Smith	5:31	Jane Smith	A

The sign in/out sheet to the right is an example of a **BAD** sign in/out sheet

Student signed out before the allotted time

Not readable

Missing codes

Wrong code.

Student sign in /out time is missing

Student is not writing full name. K-1st grade students are able to initial their last name only. First name must always be spelled out every single day.

Wrong number of days attended

Must be full name

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ERCs	DATE/DAYS	ALLOTTED TIME OUT	ERCs	DATE/DAYS	ALLOTTED TIME OUT
A	8/30/17 – 11/30/17	5:30 p.m.			
B	11/1/17 – 11/30/17	4:30 p.m.			

Day	Date	Time-In	Print Readable Signature In	Time-Out	Print Readable Signature Out	Early Release Code
W	11/1/17	3:40	J.S.	5:30	Jane Smith	
TH	11/2/17	3:40	J.S.	5:24		A
F	11/3/17	3:40	Jane Smith	3:59	Jane Smith	
M	11/6/17		Jane Smith		Jane Smith	
T	11/7/17	3:40	Jane Smith	6:28	Jane Smith	
W	11/8/17	3:30	J.S.	6:40	Jane Smith	
TH	11/9/17	3:40	Jane Smith	6:40	Jane Smith	
F	11/10/17		HOLIDAY		HOLIDAY	
M	11/13/17	3:40	Jane Smith	6:40	Jane Smith	
	11/14/17	3:40	Jane Smith	4:30		A
W	11/15/17	3:40	Jane Smith	4:26	J.S.	
TH	11/16/17	3:41	Jane Smith	6:40	J.S.	
F	11/17/17		Jane Smith	6:40	Jane Smith	
M	11/20/17					
T	11/21/17					
W	11/22/17		HOLIDAY		HOLIDAY	
TH	11/23/17					
F	11/24/17					
M	11/27/17	3:55	Jane Smith	6:40	Jane Smith	
T	11/28/17	3:50	Jane Smith	6:40	Jane Smith	
W	11/29/17	3:40	J.S.	6:40	Jane Smith	
TH	11/30/17	3:40	J.S.	6:40	Jane Smith	

EARLY RELEASE CODES: (A) Parallel Program   (B) Poor Weather/Darkness
(C) Medical Appt.   (D) Other

__15__ **TOTAL ATTENDANCE**

I certify that this is a correct reporting of attendance.

Received By __F.M.__   Signature _____   Date __11/30/17__
Please print name here

Please note that sign in and out times look too similar. For example, a student doesn't arrive to the ICES program at 3:40p.m every single day. In and out times vary and must be accurate at time of arrival/departure. Accuracy is key liability purposes.

EARLY RELEASE

Policy
The ASES/21st CCLC grant requires that programs stay open until 6 pm and for 15 hours per week. Children may, however, leave the program early under conditions established by the grants early release policy in advance and in writing. Students are permitted to leave the ICES program before dark in the months of November, December, January and February without affecting their attendance with a proper dark 30 early release form completed.

Purpose
To have a standardized process when releasing pupils early from the program

Procedure
A child may be released early from the ICES program based on the following conditions:
   A. Attending a parallel program (programs in the community such as soccer, basketball, academic tutoring, etc.) as long as an agreement or partnership with the program exits thus making this parallel program the child's enrichment component
   B. Poor weather/Darkness (Dark 30, months)
   C. Medical appointments
   D. Other conditions especially on safety as prescribed by the school

An Early Release Form must be completed by a guardian for each activity per month.

STAFF NON-COMPLIANCE

Description
Working in a school environment requires varied policies to ensure safety, service and program quality. You have been through or will be attending an orientation where rules and work expectations have been clearly explained. You have also signed a contract that you both understand and agree to follow/enforce company policy in exchange for employment opportunity. Please use this guide, or contact the ICES main office if you have any questions regarding implementation.

Purpose
To know and follow all ICES regulations that are mandated in your contract.

Non-Compliance Procedure

1st Violation
In the first hand a verbal coaching session is given where Site Director conveys policy and expectations. Dress code infractions can result in the Program Leader being sent home, this is at the Site Directors discretion. The Program Leader will not be compensated for the hours missed.

2nd Violation

Possible termination and/or meeting with Program Coordinator or Executive team.
Please note more detailed examples located within the ICES Manual in your online portal, along with forms needed for your program under the Forms section